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ABSTRACT

This publication is designed to provide guidance to secondary teachers, curriculum developers, and geographic educators responsible for selecting appropriate text materials in geography and the social sciences. The most commonly used geography textbooks for grades 7 through 12 are reviewed. The reviews identify major components of sound geography texts which include: (1) scope; (2) sequencing of skills and activities; (3) ancillary features; (4) readability levels; (5) content properties; (6) instructional properties; and (7) physical properties. A table of bibliographic data is included, as is an appendix evaluating the instructional, physical, and content properties of the reviewed textbooks. (DB)

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TEXT ASSESSMENTS IN GEOGRAPHY:

INTERPRETIVE ANALYSES OF STANDARD GEOGRAPHY TEXTBOOKS, 7-12

PATRICE ST. PETER

MINNESOTA ALLIANCE FOR GEOGRAPHIC EDUCATION

PUBLISHED BY

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1990

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TEXT ASSESSMENTS IN GEOGRAPHY;
INTERPRETIVE ANALYSES OF
STANDARD GEOGRAPHY TEXTBOOKS, 7-12

by Patrice St. Peter
Minnesota Alliance for Geographic Education

GENIP, 1989

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SELECTED BIBLIOGRAPHY

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II. INTRODUCTION

INTRODUCTION

Research for this publication was funded in part by a grant from the GEOGRAPHIC EDUCATION NATIONAL IMPLEMENTATION PROJECT. The views and conclusions expressed in this publication are those of the author and do not necessarily represent the opinions of the Geographic Education National Implementation Project and its sponsoring organizations, or those of the Minnesota Alliance for Geographic Education.

The major purpose of this publication is to provide useful guides for secondary teachers, curriculum developers, and geographic educators responsible for selecting appropriate text materials in geography and the social sciences. The reviews identify major components of sound geography texts which include: 1.) Scope 2.) Sequencing of Skills and Activities, 3.) Ancillary Features, 4.) Readability Levels, 5.) Content Properties, 6.) Instructional Properties, and 7.) Physical Properties.

Information about each text is presented in the following sections: 1.) Selected Bibliography, 2.) Bibliographic Data, 3.) Instructional, Content, and Physical Properties, 4.) Interpretive Essays of Analyses. These sets of evaluations combine important foci vital to the book selection policy. Several statements regarding the selection process might include:

1. A selected text must meet the needs and objectives of the curriculum programs as the guidelines for curriculum development are fulfilled.
2. Both the strengths and weaknesses of a staff or program must be considered when making recommendations for a suitable text to support and enhance the geography education program.
3. There are advantages and disadvantages to each text; however, the text most appropriate for selection must be that particular volume which displays the greatest chance of enhancing the geography education programs in that particular edcuational setting.

Although careful attention was given to detail in scrutinizing each text, there is no replacement for the primary examination of an educational source. These recommendations attempt to call attention to all the details that would be a part of an intense book selection process, and in no way suggest that these final analyses be a replacement for reviewing the primary source under consideration.

Readabilities for the textbooks have been established using the "Readability Reader" as developed by Ward Cramer, M.A., and Roger Trent, Ph.D. These two specialists in education have based their scientific technique to measure readabilities of written materials on formulas using a number of variables. Sentence length and word frequency represent difficulty factors that are tangible elements of readability. It is with these two components that the "Readability Rater" has been validated. Correlations between the Spache and the Dale-Chall formulas for readabilities were found to be extremely high, with a coefficient of .88 for combined grade

levels. A one hundred word passage was identified in the first third, middle, and final third sections of the book. The number of sentences and the number of syllables were counted using the guidelines for numbers, hyphenated words, contractions, compound names of persons and places, etc. By finding the number of syllables on the vertical scale and correlating this to the number of sentences, a readability grade level was identified. An average of the grade levels from the three selections of the text provides an estimated grade level of difficulty for the book. The range simply demonstrates the gradients of grade levels identified in the samples. Several special considerations figured into the readabilities for geography texts as unique qualities of the written material were considered.

1. First, there are many multi-syllabic place names in the content of geographic material. These place names increase the syllable count in a one hundred word passage.
2. Second, teams of consultants contributing to sections of texts as regional experts write narratives for these sections and this may account for the range and gradients of readabilities as contributing authors combine texts.
3. Third, most texts are organized to present the fundamental principles as well as a content review at the beginning of the text, and introduce, maintain, or develop advanced geographic information in the middle or subsequent sections of the book. This may influence the range of readabilities and/or the average of final readability composites.

The purpose of this project was to evaluate the "standard textbook". Whenever possible, reference to the ancillary publications (workbooks, classroom guides, etc.) and teacher's guides was made. However, this is the exception, and not the rule.

Special acknowledgement must be given to the NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION for permission to use the Council's "Textbook Evaluation Form." From this extremely useful four page evaluation form, scores referencing the instructional properties, content properties, and physical properties of each text were obtained. These scores are presented in this guide in table form as an efficient way to consider some very precise indices of quality texts.

In conclusion, be advised, that these texts are all major contributions to geographic education, but are not an inclusive group. An abundance of quality materials is available through major distributors of educational materials such as Marc Ed and a number of small publication firms concentrating on geographic content and themes such as Lerner Publications, Inc. Volumes of print, nonprint, and technology driven materials will contribute to the wealth of geographic resources available for educators with or without advanced geographic training. As the demand for and need for quality geography materials increases and is recognized, so will the demand for and need for additional reviews be required.

As teachers take advantage of the opportunities for advanced training in geographic education, their keen eyes for the appropriate text will be fine tuned and on the alert for the most suitable geography textbook for their educational program.

III. BOOK REVIEWS

THE EASTERN HEMISPHERE: AMERICA'S ORIGINS
(Ginn and Company, 1986)

This junior high school textbook would be effectively used with average ability students. The text is organized with topical and regional foci and a physical/cultural geography mix of 40/60. The first few chapters provide a brief, elementary overview of human and physical geography. Included in Chapter One is a "Map and Globe Handbook." "Skills for Thinking" sections are interspersed throughout the text, but it is not until page 347 that map projections are discussed. Unit Two (five chapters) entitled "Gifts From Long Ago" is predominantly the cultural and historical geography of ancient civilizations in the Eastern Hemisphere. Unit Three (three chapters) is entitled "The Growth of Western Civilization" and covers the major topics related to the Middle Ages in Europe as well as the rise of nation states in Europe. One page features on a special topic (i.e., Celebrations) or person (i.e., Elizabeth I of England) are scattered throughout the first ten chapters only six times. Units Four through Nine (twelve chapters) are traditional regional descriptions of countries in the Eastern Hemisphere.

Lesson reviews are prefaced by "Vocabulary" for the lesson, a "lesson preview" for the chapter, and a short four to six page reading. All lesson reviews are structured to include two questions each under three headings: Recalling Information, Interpreting Information, and Applying Information. Chapter reviews focus on recall, review, and application of the information. This structure makes this text appealing to average and low ability students, but does not lend itself to introducing students to the dynamics of any lesson beyond simple recall and application. Geography teachers and students are demanding more skills and activities that develop the five themes of geography as suggested in the Guidelines for Geographic Education: 1.)location, 2.) place, 3.) relationships within places, 4.) movements, 5.) regions. This textbook does not meet the challenge geographers and educators have placed upon publishers.

This text does; however, consistently connect the "past and present" with "recent histories" of different countries in the chapters on regions. Recognition of the connection between history and geography is a strength of this text. Photographs introducing each chapter are appealing and inviting as they convey present day images of places. Reproductions of artistic paintings such as the one found of page 211 showing part of the elaborate coronation ceremony when Napoleon became emperor, convey vivid images of the past.

Maps are user friendly. Directions are given for all numbered lines of latitude/longitude. Graphic scales include miles and

kilometers. Political maps are colorful and include national capitals as well as country abbreviations. Historical maps include the documenting of early trade routes as well as products of exchange. Land use maps include the standard divisions as well as fishing and unproductive land use keys. Maps showing spatial distributions are found throughout, usually focusing on two themes, such as the one found on page 216 showing coal/iron ore fields and people per square mile/kilometer. In the regional chapters, a 1" X 2" inset map of the Eastern Hemisphere highlighting the country discussed in the lesson appears on each country map. This is very useful and helps to develop spatial concepts. The Atlas section at the end of the text has four maps that are severed by the book binding process. This is not appealing and makes any part of the middle of the map almost impossible to use.

The text is written in an appealing fashion and tries to tell the reader a story. Page 322 (from the lesson "Life in North Africa and the Middle East") starts out with this question: "Do you remember the oil village that you came across during your journey across the Sahara?" In the same lesson, students learn that "life in the oil fields is not easy," and find out much about "oil production" with a full page illustration on page 323.

There are some serious voids in the "nature of geography" as presented in this text; however, this book should not be discredited as a serious attempt to have high student appeal. A teacher with advanced training in geographic education would find the text useful but insufficient.

WORLD GEOGRAPHY: PEOPLE AND PLACES
(Merrill Publishing Company, 1989)

This junior/senior high school geography text would be effectively used with average ability and high ability levels of students. The text is organized with topical and regional foci and a cultural/physical mix of 30/70. The approach is interdisciplinary and comprehensive. The authors have made a special effort to produce the most useful teacher's guide of 334 pages. The guide outlines a day by day account of chapter work, implementation of skills schedule, learning styles/approaches to be used, and ample suggestions for implementation of the text. Chapter guidelines for the teachers include chapter objectives, skill objective, chapter overview, chapter activities (teaching activity, reinforcing activity, and enriching activity), as well as chapter conclusion. Answers to chapter questions are presented in a structured, easy to follow format. Lesson plan suggestions/strategies are outlined. An excellent "state of the

art" bibliography of resources for student and teacher is displayed for each chapter. A list of supplementary materials is also included for each chapter. Teachers may find this teacher's guide more useful than most because of its exceptional and outstanding qualities.

Students are captured in the prologue with an invitation to study the Earth's "awesome" environments and the world's "fascinating" cultures. The "nature of geography" and geographic inquiry are clearly laid out for the student in Unit One. A three page section on "The Value of Geography" gives purpose to the meaningful introduction and to the discipline itself. Again, the text is written in an appealing fashion. Here are a few samples: "Most people are curious about their surroundings...studying geography can help to answer many of the questions people might have about their communities." On this same page (17) students are told "Geography tells where places are located and why they are important."

Chapters are divided into short concise sections with a content check at the end of each lesson in the chapter. Questions include recall, application, and a "challenge" question. Chapter reviews are educationally sound with a variety of activities and types of questions. Students are asked to summarize, review, remember, understand, reinforce, and think creatively as well as critically. In the Unit One Review, a one page summary of "Developing Geography Skills: Asking Effective Questions" challenges students to prepare a list of eight questions on the following topic: "How the World Feels Smaller Because of Global Interdependence."

Unit One (Chapter One) offers a hurried and somewhat brief look at the types of maps, interpretation of maps, and production of maps. Unit Two deals with Physical Geography in three chapters and eleven lessons. Unit Three covers Human Patterns in three chapters and nine lessons. A substantial effort to introduce and develop some of the major themes in geography is what helps to make these units effective and full of "good" geography. Units Four through Ten present regional studies of Anglo-America, Latin America, Europe, North Africa and Southwest Asia, Africa South of the Sahara, Asia, Oceania, and Antarctica.

The text is written in an appealing style, and tends to focus on conceptual as well as informative content. Narratives are in short, sometimes too brief sections; however, the cautious eye may catch a few "blanket" statements that seem to reserve the truth. An example of this can be found on page 212: "Americans have <u>always</u> been mobile." Many Minnesotans might strongly disagree with the statement on page 191: "Minneapolis and St. Paul are leading centers for flour production and the making of farm equipment."

Special features are another strong aspect of this text. Features (one to two page sections) are interspersed throughout the text and revolve around special topics or persons, "thinking like a geographer," the urban world, and "strange but true" phenomena. The forty-two "skills" features are well done. Examples of some of these quality features include: "Understanding Scale," "Reading Climographs," "Analysis of Cities," "Geographic and Population Centers," and "Analyzing Photographs."

The maps appear to be drawn with sufficient detail and cartographic sophistication. Lines of latitude/longitude are numbered with directionalities for easy location. Small inset maps are also drawn to detail with numbered latitude/longitude directionalities abbreviated on each line, and a separate scale showing miles/kilometers. Data is presented in the metric system as well as commonly used English terms of measurements standard in the American society. An innovative map (page 226) showing "relative population of Canada" is mistakenly called a "diagram." Several overlay maps showing relative size are found throughout such as one on page 621 showing the relative size of the Pacific Islands and the U.S. or the one on page 635 showing the relative size of Antarctica compared to the U.S. Seven maps in the Atlas section are severed by the book binding process and are not appealing for sight or use.

National profiles are presented in a colorful, well organized fourteen page section. The data file of information provides the access to bases which could be parts of many relevant lessons.

Aside from some serious voids in trying to be "short and sweet," this is an honest effort to present a comprehensive study of world geography in a fashion appealing to most students. With good solid educational information in the teacher's guide, and lessons that present themselves well, this text should be a serious consideration of any book selection committee.

GLOBAL GEOGRAPHY
(Teachers College Press, 1986)

This junior/senior high school text would be appropriate with average and above average ability students. This innovative text is organized with topical, regional, and thematic foci and a physical/cultural mix of 10/90. The emphasis here is clearly a human geography approach, but physical geography material could easily be a part of the curriculum program and sequenced to support the layout of the text. Unit One, consisting of five chapters and fifteen lessons, introduces students to some major concepts of

population geography. The politics of population (policies, program, etc.) and the impact on spatial patterns are also discussed. Chapters Three and Five present regional treatments of North America and Southern Africa respectively. Unit Two discusses human needs in three chapters with regional foci on North Africa-Southwest Asia, Africa-South of the Sahara in two additional chapters. Unit Three emphasizes resources in three chapters, and includes regional foci on Australia-New Zealand and the Soviet Union in two additional chapters. Unit Four discusses global connections in three chapters with regional emphases on Japan and South Asia in two additional chapters. Unit Five discusses change and the future in three chapters with regional foci on East Asia and Europe in two additional chapters.

There are no photographs in the text. Instead students are stimulated by the creative illustrations, useful black/white maps, and diagrams. Several "cartoon" sequences are interspersed and are motivating as well as appealing to student interest. These supportive visuals align with the text to meet this "to the student message" in the introduction: "Geographic skills are used to obtain, display, and analyze information about the world. Geographic perspectives are used to understand how different people view the world." Students are asked to recall and apply information with many "what" and "why" questions. Simulations are a part of several chapters. There are no chapter summaries or unit summary activities.

Regional treatments include information on location, historical roots, cultural background, the natural setting, "Where Do the People Live?","Who Are the People?", "What Do the People Do?", and special topics which are of significance to the area (i.e., "Food Problems and Solutions in Bangladesh"). Throughout the context of the narratives, students are stimulated to utilize the methods of geographic inquiry. Although not specifically identified, the five themes of geography are developed by the innovative approach and content of this text.

Maps are not colorful, but are of "high interest" and extremely useful. Two examples to support this observation would have to include the "Population Distribution in North America, 1980" map on page 30 and the map found on page 32 showing "Growth Rates by State, 1970-1980." The maps are used to present information, show patterns, and to help students think critically. Some mapping activities are included such as the one on page 375 which asks the students to use the information from a table containing data about the major countries of Europe to construct an "area information" (choropleth) map.

Teachers with advanced training in geographic education will find this text stimulating, innovative, and "state of the art" geography. Curricula which lend themselves to thematic as well as topical/regional approaches would find this text a vital part of

the program. This textbook should be a serious consideration for any book selection committee whose staff would be able to take this text and "run" with it. It is good geography.

WORLD GEOGRAPHY
(Mc Dougal, Littell & Company, 1986)

This junior/senior high school text would be appropriate for use with average and above average ability students. The readability tests out at a 10.5 grade level and there are passages ranging from a 7.3 readability to a 12.3 readability. The multi-syllable place names account for some of the high ranged readability scores. The text is organized with a topical, regional, and thematic foci. The physical/cultural mix in this text is 30/70. Although not specifically identified, this text develops many of the objectives in geographic education related to the five themes of geography. Extensive use of case studies to develop the study of geography is an integral part of the text. Fifty-eight case studies can be found throughout the text. World data sheets are interspersed as well. Several "picture essays" are used to develop the method of geographic inquiry, and ten "focus features" develop specific geographic skills.

Unit themes are used to introduce topical and regional sections. These themes can be identified as location, regions, the environment, resources, interaction, transportation and communications, connections to the world, diffusion, migration, central places, land use, and the future. Individual chapters with regional emphases include the major subdivisions of the "natural environment" and the "human environment." Anglo-America, North Africa/Southwest Asia, sub-Saharan Africa, Australia, Europe, Japan, China, Southeast Asia, Soviet Union, Latin America, and India are the core regional areas. "The future of...." each of these regions is always the concluding portion of the chapter. Student activities challenge students to recall, apply, and analyze geographic information as well as use techniques of geographic inquiry and tabulation. Chapter summary and reviews are provided for each chapter, but not for the units. Each chapter summary is unique in that it provides an "in your community" section with several first rate activities. This is a real plus for this textbook.

The cartography is another strong aspect of this textbook. The maps are colorful, expressive, informative, and "user-

friendly." One major complaint would have to be that there are maps throughout the text covering one-third to one-half the page with no lines of latitude/longitude. This is a serious void in the production of maps for this text. Some examples of the innovative maps would have to include the one on page 58 showing the available wind power in the United States (annual average watts per square meter), one on page 498 entitled "trade area for a branch bank," and one on page 389 showing the diffusion of papermaking from China. Students are constantly asked to answer these questions: 1.) What is the map about?, 2.) What does the map say?, and 3.) What does the map mean? Students use the "Bermuda Triangle" lesson to learn absolute location, a census tract to look at the Black population in Indianapolis, and residential preference data to produce an area-value map. All of these stimulating inclusions are reasons why this text is of "high student interest" and "good geography."

Three maps in the Atlas section are severed by the book binding process. "Area scale" keys are included on maps in this section to help students understand what portion of the map's area is equal to so many square miles/kilometers. An index of place names for the Atlas section, which is not an usual part of most textbooks, is a very useful addition.

Teachers with advanced training in geographic education will be thrilled with this text which has incorporated high student interest with "state of the art" geography. Some serious voids, such as the absence of latitude/longitude on maps that should have them, text lines of inappropriate length for efficient reading, readability scores which signal caution for the selectors, and a data base used throughout the book which needs to be updated, are shortcomings which will have to be addressed for a second edition. These deficiencies aside, this is a serious contender for any book selection committee.

WORLD GEOGRAPHY: THE EARTH AND ITS PEOPLE

(Harcourt Brace Jovanovich, 1989)

This junior/senior high school text would be appropriate for use with average and above average ability students. The readability tests out at 11.4 grade level and the text has passages ranging from a 9.9-12.3 readability; therefore,it should be cautiously considered when selection is made. The multi-syllable place names account for some of the high ranged readability scores, but would not inflate a score three grade levels above the intended level. The text is organized with a topical and regional approach and a physical/cultural geography mix of 40/60. The five basic

themes of geography are an integral part of the introduction to this text, but not clearly identified throughout. Extensive use of case studies is also a real asset to the "nature of geography" presented in this textbook, as is the "geography in the workplace" features which explore twelve occupations.

Unit One establishes the "nature of geography" and the tools of geographic inquiry. Unit Two is the core of the physical geography content. Unit Three looks at the cultural patterns, patterns of urbanization, a feature on "all that trash," reading economic maps, summarizing information, and a profile of urban planners. Units Four through Twelve are the core of the regional content studying the U.S. and Canada, Middle America, South America, Europe and the Soviet Union, North Africa and the Middle East (which is not the preferred regional term according to some geographers), Africa South of the Sahara, South Asia, East Asia, and Southeast Asia and the Pacific. Some re-sequencing of the skill features interspersed throughout should be considered. For example, "determining location" (absolute and relative) is not introduced until page 671.

Regional studies discuss physical regions with subheadings that confuse the geographic reasoning presented to students. For example, in Chapter 34, the print type/size for "Physical Regions" is the same as the subheadings of "mainland mountains," "alluvial river valleys," "islands," etc. Regional chapters are introduced with a "putting the chapter in focus" section which identifies ideas to understand, terms to define, and places to locate. Section reviews ask students to briefly define, locate, summarize, outline, identify, and analyze ideas. This hierarchical approach to questioning is quite complementary to current learning theory, especially as it relates to the development of critical thinking skills. Chapter reviews are equally educationally sound with chapter summaries, reviews of geographic terms, reinforcement of geography skills, practice in the use of primary sources, and exploration of the applications of geography.

Captions for maps and photographs are prefaced with headings that read "learning from maps," or "learning from pictures" and include interesting discussion questions. However, it appears additional research is required in the process of answering these questions. For example, the caption for a photograph on page 647 reads, "Why is Buddhism an example of expansion diffusion?", when "diffusion" is not even defined in the glossary or text.

Maps are of good quality (physical maps more so than political maps), but when the possibility of an exciting map could be there and is not, such as the map on page 652 showing "Japanese World Trade," some of this quality is diminished. Five of the maps in the Atlas section are severed by the book binding process and

are unappealing. The "Geodata Files" at the end of the text provide information for many possible activities. The gazetteer and glossary are of good quality and again a very useful part of this text.

Aside from the fact that the regional chapters read like an encyclopedia, and that some reservations remain concerning the readability of the narratives, this will be a serious consideration for book selection committees.

WORLD GEOGRAPHY
(Glencoe Publishing Company, 1989)

This junior high school textbook would be appropriate for use with average and above average ability students. The text is organized with a topical as well as regional foci, and has a physical/cultural geography mix of 30/70. The five basic themes of geography are specifically defined in the first chapter, but not clearly identified throughout the text. This book, aside from the first three chapters, is the Laidlaw version of World Geography, and was produced for a 1989 copyright by the acquiring publisher of Laidlaw secondary titles.

Units are introduced with large, and very inviting photographs. Each subdivision of every chapter is prefaced with an overview and list of objectives. There is a "reviewing the section" at the end of each chapter subdivision which expects students to answer how, what, and why questions. Chapter reviews look at terms, facts, skills, and develop critical thinking. Unit reviews are centered around reviewing concepts, reading and writing skills, as well as making "connections" (i.e., interdependence). Several photographic essays are interspersed throughout and are tastefully done. Typical of these exceptional photographic essays is the one on pages 198-199 entitled "Natural Wonders of Western Europe." Other features in the book focus on major geographical concepts, persons, skills, etc. Careers in geography are also a part of the "Features."

The layout and print size complement the appropriate balance between the printed and the illustrative materials. Chapter subdivisions are focused on the land and the climate, history and

the government, and cultural expressions. Headings within the subdivisions are clear, and make for easy reading as well as by the students. "Using your skills" (one to two liners) are in the margins of the pages throughout and ask students to draw conclusions, interpret, calculate, etc. There is an honest effort to challenge students to use all formats of geographic inquiry and explore major geographic concepts.

Maps are of good quality, but the absence of latitude/longitude lines on many is a serious void. Maps show information of interest to students. Two examples of such maps would have to be the "transportation in the United States and Canada" map on page 112, as well as the interesting side view of the Great Lakes showing elevations and lake depths on page 114. Introductory unit maps identify the region to be studied as a brightly colored highlighted area on a world map. Map projections, however, do not include the innovative perspectives possible in cartography today (i.e., overlays, cartograms, etc.). Nine of the maps in the Atlas section are severed in the book binding process and are not appealing. A "World Facts" data file with useful information is included at the end of the Atlas section. The gazetteer lists a written statement of location and the absolute coordinates for all the places it identifies.

Content of this text incorporates timely information about regions students hear about daily in the news; and therefore, is not the typical encyclopedia approach to regional geography. The high student appeal, layout, and fundamental geographic content along with the stable readability (8.1) makes this a textbook for serious consideration by book selection committees.

WORLD GEOGRAPHY: A PHYSICAL AND CULTURAL STUDY
(Scott Foresman and Company, 1989)

This junior/senior high school textbook would be appropriate for use with average and above average ability students. The text has a regional and topical foci with a physical/cultural geography mix of 30/70. Unit One, consisting of three chapters, lays the foundation for the physical geography component of the text. The unit consists of ten topical lessons, three map lessons, and one case study. Unit Two, consisting of two chapters, establishes the foundation for the cultural geography approach in this text. The unit consists of six topical lessons, two map lessons, and one case study. Units Three through Ten consist of regional studies of the following areas: United States and Canada, Middle and South

America, Western Europe, Soviet Union and Eastern Europe, North Africa and Southwest Asia, Sub-Saharan Africa, South, East, and Southeast Asia, Australia and the Southern "Realm." All chapters include at least one major map lesson. This is certainly an outstanding feature of this textbook. These map lessons form a logical map skills program and a core of high quality presentations such as the one on page 215 entitled: "Understanding Altitudinal Zones."

Units are introduced with large, excellent, high interest photographs. Each chapter is introduced with a superior photograph. Sections within each chapter are previewed with a look at key places, key terms, and main ideas. Map study questions are interspersed throughout the text as captions for many of the maps. Chapter sections are reviewed by locating key places, identifying key terms, reviewing main ideas, and critical thinking activities. The text is neatly laid out with headings in boldface and a print format which lends itself to efficient reading. There is a balance between the narrative and the illustrative/visual materials, which is appealing to students. Chapter reviews are extensive. They summarize each section, reinforce geography skills, test for locating key places, recall key terms, review main ideas, and develop critical thinking skills.

Regional units "cover" as many countries as possible. As a result, appreciation for cultural differences/similarities is somehow lost. At times, the text reads like an encyclopedia. Some passages break away from this "generic" approach to countries; however, a "lively fashion" is still questionable. Piloting portions of the text with groups of students may prove useful prior to purchasing. Student preference, comprehension, etc. are examples of the types of information obtainable when piloting is a part of the selection process.

Maps are of good quality and a major component of the textbook. The map lessons are a real cartographic plus to this book. Examples of this can be seen on page 335 where the map of the western hemisphere has north at the bottom, in a map on page 373 entitled "How Europe Looks from Moscow," and in the cartogram on page 531 showing "Countries According to Size of Population." Three of the maps are severed by the book binding process in the Atlas section. A "Facts About Countries" section is included at the end of the Atlas section. This data bank of information about the countries in the world is useful, but would be more useful if other significant facts were a part of the country profiles.

An evaluator may wonder why soils are discussed under the heading of the Mediterranean climate region as opposed to the existing "soils" heading or why some of the text reads blandly as information is presented but would be impressed with the presentation and use of maps, the comprehensive reviews, and the

appealing format. This is a serious consideration for book selection committees; however, a test pilot reading is strongly recommended.

PEOPLE ON EARTH: A WORLD GEOGRAPHY
(Scott Foresman and Company, 1988)

This junior high school textbook would be appropriate for use with average ability students. The text is organized with a topical and regional foci. The physical/cultural geography mix is 40/60. Units One through Three establish the foundation for geographic inquiry with a study of "models of the earth," physical geography, and population geography. Units Four through Nine are regional treatments of North America, South America, Europe and the Soviet Union, Asia, Lands of the South Pacific, and Africa.

Chapters are introduced with a one page narrative. The chapter sections are reviewed with vocabulary drills, recall of main ideas, and skill builders. Chapter reviews are objective in nature with recall and application of information. Unit reviews are two pages in length with the following parts: vocabulary, main ideas, skill activities, testing vocabulary, recalling main ideas, building skills, and further reading.

The printed text reads with ease because of the fact that the lines of intermediate page width in columns are in appearance appealing and contribute to comfortable reading speeds. Headings are in big/bold print for effective comprehension and recall. Information is timely and interesting as is evident in an example on page 303 about air pollution in "Peking," China. Some of the reading passages about countries are simplistic and too brief for any real cultural appreciation. This is a concern if developing the fundamental theme of human characteristics and cultural patterns is one of the main objectives of the curriculum. These brief sections are quick looks at countries and not in-depth coverage. A typical example of this is the text for Burma as found on page 421: "Burma is not crowded. This is one of the reasons why it has survived a government policy to close off Burma from the rest of the world. Burma is highly regulated. All mineral and forestry output and rice production is claimed by the government. Little is imported. There is shortage of everything but rice."

Units are introduced with large high quality photographs. Captions for the photographs throughout the book are usually informative paragraphs. Eight career features are incorporated when appropriate. There is at least one "skill" feature in each chapter, which does indicate a sequenced skills program.

The maps are of good quality. Each unit is introduced with a one page physical map and/or one page political map of the region to be studied. Boundaries are shown with white lines as opposed to the usual black lines. Elevation is measured in meters/feet and distance is measured in kilometers/miles. Small boxed "area" scales are included with maps that are a full page in size. Some maps that are less than a full page in size do not show lines of latitude/longitude. Choropleth maps are used to show such information as the residences of minorities by state, the population centers for eleven states from 1790-1980, or the fall line cities of the Atlantic coastal plain. A "Handbook of Information" precedes the Atlas section. Six of the maps in the book's Atlas are severed by the book binding process.

The text's approach is basic and pragmatic. Teachers will find the textbook useful, but those with advanced geographic training may find it insufficient for the objectives they have developed for their courses.

GEOGRAPHY
(Houghton Mifflin Company, 1985)

This junior/high school textbook would be appropriate for use with average ability students. The text is organized with regional and thematic foci. The physical/cultural mix is 20/80. The introduction to the teacher's edition discusses reading and the social studies. Special attention to the development of reading and writing skills is incorporated into the text. There is a "reading skills exercise" for each chapter.

The thematic approach to the study of geography in this text is unique and a stimulating way to learn the discipline. This approach lends itself to high student interest and appeal. Within the thematic context, regions are discussed and investigated. For example, Chapter Four deals with the theme of "nations," and Chapter Five deals with China. Other themes developed throughout the Units include: "Food for a Hungry World," "Transportation for People and Resources," "Developing Nations," "Human Resources," "Countries in Conflict," "Cooperating Nations," and "People Change Earth." Nine case studies are included as are skill sections and features on cities of the world. Principles of physical geography and geographic inquiry are discussed in Chapters One and Two. Chapter Three discusses the major concepts of population geography. Checkpoints are included throughout the chapters at logical points

and consist of several what, how, and why questions. Chapter reviews include vocabulary review, application of skills, thought questions, and related activity suggestions. These suggested activities are "first rate" and offer some very excellent supplementary lessons.

Nation profiles include a look at physical regions, cultures, historical influence, some reference to "today," and topics of special interest to that particular region. Geographers may be taken aback by some of the lexicon, such as "Brazil's thickly settled coast" (p. 170) and the "thinly settled interior." (p. 176).

The text is written in a lively and involving fashion with high interest sections that lend themselves well to the thematic approach, such as, "How do people get their food?" and "How do people change the earth?" Maps are also of high interest showing such geographical phenomena as "coastlines of the world if temperatures increased," and an "urban heat island" (London). Maps are generally of good quality, but the miles/kilometers labels were mistakenly left off the graphic map scales on page 347. Lines of latitude/longitude are numbered and directionalities are included for each numbered line. Some maps are accompanied by an inset map of the world which highlights the area being studied. Elevation is recorded in feet as well as meters. Some special cartographic perspectives are included, as can be seen in the map on page 349 showing "Japan Compared to the Eastern United States." A six page "map skills practice" section prefaces the book's Atlas. A one page reading on careers in geography also prefaces the Atlas section. Four of the maps in the Atlas section have been severed by the book binding process. A "Nations of the World" table (six pages) could provide more information than it does (country, capital, population, area, and official language).

This textbook's thematic approach to regions is refreshing and of high interest for junior high school students. Teachers whose course objectives rely on the inductive method will enjoy teaching geography with this text. Geography majors and teachers with advanced training in the field will be especially responsive to the creative use of sound scholarship by the authors and editor. Most teachers, regardless of preparation, are likely to feel comfortable with this book.

WORLD GEOGRAPHY
(D.C. Heath and Company, 1987)

This junior/senior high school textbook would be appropriate for use with average ability students. The text is organized with topical and regional foci and a physical/cultural mix of 30/70. The readability tests out at the 10.2 grade level with ranges of 8.4-12.0. The multi-syllable place names may account for some of the higher range of readabilities. The preface to the units of the text includes an eighteen page section discussing the tools of geographic inquiry. Unit One establishes the foundation for physical geography and Unit Two establishes the foundation for human geography. Unit Three includes chapters on twelve regions. Nineteen skills workshops are found throughout. Eighteen map workshops are incorporated into the text. These form the basis of a map program, but the sequencing of the workshops should be reviewed. Nineteen "spotlight" features focus in on topics of special interest and importance.

Units are introduced with large and interesting photographs. Chapters are introduced with a one page reading. "Reviewing the Facts" sections are checkpoints at the chapter subdivisions. Chapter reviews are called "Geography Laboratories," with the following sections: "Highlighting the Chapter," "Speaking Geographically," "Testing Yourself," "Building Map Skills," "Applying Geography Skills," and "Exploring Further." A variety of questions are used in these laboratories; however, recall and application are the dominant modes of review and reinforcement. Regional chapters concentrate on the physical geography as well as the human geography of the particular region. Nation summaries are a part of the regional chapters.

The layout and design of the text is clear and concise. Side edges of the pages are color coded and labeled when necessary to identify special features, such as a "Geography Laboratory," or a "Skill Workshop." This is a very useful feature and contributes to the "user friendly" qualities of this textbook. The short length of lines of text makes for fast reading. The text is written in a straightforward manner.

Not all maps have lines of latitude/longitude, map scales, or graphic scales measuring kilometers as well as miles. Metric measurements are excluded on some climographs, and some of the photographs are too small to be effective illustrative visuals. However, most visuals are effective and there is a good balance between the printed materials and the illustrative materials. Attempts to make geography relevant to our daily lives is evident in some of the maps such as the one found on page 204 entitled

"Using a Baseball Map to Interpret Population Trends." Some of the small inset maps do include latitude/longitude lines as well as directionalities for easier spatial understanding. Thematic maps can be found throughout the book. The variety of maps includes a section of a Michigan highway map as well as a polar projection of the South Pole. Four of the maps in the Atlas section are severed by the book binding process. The gazetteer lists place names in alphabetical order with a brief description (i.e., "island, part of Indonesia"), the complete coordinates, and the page/s to look on in the text. The "World Reference Section" lists general facts about the United States and vital information about the earth. "World Data Bank" sections are included at appropriate points in the units to list countries, area, population, growth rate, and per capita GNP/GDP.

This text offers a solid foundation for the study of geography, but offers minimal opportunities beyond the themes of location and place.

WORLD GEOGRAPHY
(Allyn and Bacon, Inc., 1986)

This junior high school textbook would be appropriate for use with average ability students. The text has a topical and regional foci with a physical/cultural geography mix of 50/50. The physical geography lessons in this book are "state of the art" and would even capture a human geographer's heart. Unit One introduces and develops the tools of geographic inquiry. Units Two through Five provide a solid foundation for physical geography. Units Six through Eight discuss major themes of human geography from interaction with the environment to population patterns. Units Nine through Fifteen are regional in nature and present physical/cultural portraits of these areas: Europe and the Soviet Union, Asia, Australia and Oceania, North Africa and the Middle East, Sub-Saharan Africa, Latin America, The United States and Canada.

Units are introduced with full page photographs and a list of the lessons to be covered. Lessons are introduced with a reading and a vocabulary focus usually one-half page in length. Political relief maps are used to introduce each region. National profiles with useful information are incorporated in the chapters with regional emphases. Students are asked to recall information with "Keeping Facts in Focus" sections at the end of the chapter readings. "Working with Ideas" are also a part of the chapter

checkpoints. These questions, however, require an application of the concepts learned and provide ways to maintain as well as develop the main ideas presented in the chapter. There appears to be some inconsistencies in the length of reading sections within each chapter. Some are as long as five pages, and some are as short as two pages. Unit reviews are extensive and require students to recall and apply information studied. "Discuss These Points" is the only part of the unit review which goes beyond the emphasis on location and place. The "Apply Your Geographic Skills" section is usually a map reading exercise with many "which region" type questions. There are no separate skills workshops, only the skills sections in the unit reviews. Reading and thinking skills are developed through guided activities that again, are a part of the unit review. An "Expand Your Geographic Sights" bibliography of related sources is at the end of each unit review, but many of the sources are out of date (i.e., "Profiles from the New Asia," 1970).

The political relief maps are exceptional and use the latest techniques in relief shading. Lines of latitude/longitude are numbered but the letters for directions are not indicated. Scales showing number of miles/kilometers are given; however,not all maps have scales, and not all maps have lines of latitude/longitude. No cartograms, overlay maps, etc. are included in the book. "Geographers and Their Work" sections (each one to two pages in length) are another appealing and useful aspect of this text. Tables, graphs, charts, and other illustrative graphic inclusions are of excellent quality, and appear to be integrated well into the text itself or a student activity section. "National Profiles" are inserted at appropriate times in the book and present much very useful information. Six of the maps on the Atlas section are severed by the book binding process.

Teachers working with curricula that delegate one semester to physical geography and one semester to cultural geography will find this text appealing. Each unit is carefully planned with three to six lessons all of which could be easily implemented with supplementary materials.

GLOBAL INSIGHTS: PEOPLE AND CULTURES
(Merrill Publishing Company, 1987)

This senior high school textbook would be appropriate for use with average and above average ability students. The text is organized with a topical and regional foci and has a

physical/cultural mix of 10/90. This book offers an interdisciplinary approach to regional geography and incorporates twenty-nine case studies, forty-one skills sections, eighteen insights on people, and thirty-eight "exploration" features covering such topics as modern Japan, Religion and State, and the "vast and varied environment." This book would be an excellent text for a global studies class. Extensive use is made of primary source materials. Regional units include the areas of Africa, China, Japan, India, Latin America, Middle East, Soviet Union, and Western Europe. Charts and diagrams are interspersed.

Units are introduced with colored photographs and a one page narrative. The "contents" of the unit is listed after the unit's introduction. For example, Unit One (Africa) lists these sections in the table of contents: "Adapting To The Environment," "African Heritage," "Nigeria," "South Africa," "Kenya," "The Arts In Daily Life," and "Challenges To Development." Chapters are well organized with headings in boldface and review questions at checkpoints in the text. Chapter reviews include: "Points To Remember," "Vocabulary Study," "Discussing Important Ideas," and "Developing Skills." Unit reviews include: "Summary," "Review Questions," "Suggested Activities," and a one page "Comparing Cultures" lesson. Extensive use of excellent primary source materials is an integral part of this textbook and these sources have been incorporated well. This is a real attractive feature of this book. Photographs have informative and interesting captions that are actually short paragraphs.

Real appreciation for the culture of a wide variety of cultural groups is easily achieved with a text such as this, which has been written to include timely information and topics of high interest. Format and layout attributes are also appealing to students.

There is no unit on North America, Australia, or Oceania. However, approaches to the study of regions presented in this text, provide good models with which to study other regions.

Historical, political, economic, and human geography are integral parts of many of the chapters. Topics of special interest to particular regions (i.e., religion, women, etc.) are included.

Three maps in the Atlas section are severed by the book binding process. Most maps are of good quality and employ some cartographic innovations such as the overlay map found on page 18 which shows the United States, India, Argentina, New Zealand, Europe, and the People's Republic of China upon Africa. Map scales show miles and kilometers. Thematic maps are found throughout, such as the four on pages 136-137 which show the natural regions, climate, land use, and population density of China.

This text should be a serious consideration for any senior high school book selection committee. Teachers with advanced geographic education may find the interdisciplinary approach overwhelming. However, for many geography teachers, presenting "all the information about a place" is one of their main objectives. This book's very comprehensive study of many world culture groups would be extremely useful in a cultural geography course or a global studies course.

WORLD GEOGRAPHY
(Scholastic, Inc., 1988)

This junior high school textbook would be appropriate for use with average ability students. The text is organized with a topical and regional foci and a physical/cultural mix of 30/70. Unit One introduces the major concepts of physical and human geography as well as the tools of geographic inquiry. Each of the five chapters is dominated by the development of skills necessary for geographic inquiry and education. Chapter reviews consist of defining terms, rechecking the reading, some "why" questions in a "Think It Over" section, and a "Things To Do" section. Unit reviews are one page layouts with recall and application activities. Checkpoints for comprehension and recall are parts of all the chapters. These checks simply recall information. This emphasis on simple recall is an evident weakness in the otherwise appealing and well developed geography program.

Units Two through Nine are regional studies of the following areas: United States and Canada, Latin America and the Caribbean, Western Europe, Soviet Union and Eastern Europe, Middle East and North Africa, Tropical and Southern Africa, South and Southeast Asia, East Asia and the Pacific. Regional studies are standard approaches and discuss the physical geography, human geography, and economic geography of the region or nation in profile. Unit Ten deals with global issues and the geographical dimensions of "A Global View."

The text is written in a lively and interesting manner. For example, the physical geography of India is introduced in this way: "Suppose that you are standing on top of India's tallest mountain, Nanda Devi. It rises more than 25,000 feet (7,500 meters) in the Jimalaya Mountains on India's northern border. Also suppose that there is a large telescope on top of the mountain. Looking through this telescope, you can see clearly for about 2,000 miles (3,200

kilometers) in all directions." (p. 443) Transporting the students to see the world through the eyes of a geographer is a unique and stimulating approach used in this textbook. This approach has high student appeal. The print is of a very readable font. The narrative layout is appropriate for comfortable reading, and sections are easily identifiable with bold print.

An exceptional feature of this book is the clearly defined and sequenced geography skills program. Each chapter has a one to two page geography skills lesson developing such techniques as "reading a topographic map," "comparing a special-purpose map and a graph," "understanding a population profile," or "interpreting a landsat image. The scope and quality of these skill builders are very significant and exceptional attributes of this book.

Another exceptional quality of this textbook is the "Your Local Geography" section at the end of every chapter. The "think globally, act locally" message has true meaning in this book. The local geography assignments in this section are ways that make geography a part of the students' daily lives. Students not only read about geography, but they can observe and experience the forces of geography at work in their neighborhood or local community.

The maps are appealing. Physical relief maps with quality shading can be found throughout. Miles and kilometers are used in the scales, and lines of latitude/longitude are numbered and lettered in most cases. Isotherms and cartograms are included as well as a few unique perspectives/projections such as the one found on page 147 entitled "A Canadian View of the Region." There is no world map in the Atlas section, and only a few world maps are incorporated at other points in the book.

This textbook should be a serious consideration for any junior high school book selection committee. This book's appeal to the seventh or eight grader cannot be denied, and the teacher with advanced geographic education will find the fundamental themes not clearly defined, but certainly very feasible to develop through the use of this text.

WORLD NEIGHBORS
(Macmillan Publishing Company, 1985)

This junior high school textbook would be appropriate for use with average ability students. The text is organized with topical

and regional foci and a physical/cultural mix of 30/70. Units One and Two establish the framework for the study of physical geography and cultural geography. The chapters read like an encyclopedia, and would have to rely on teacher motivation as well as supportive stimulating activities to have some appeal to most students. "Do You Know?" sections are found at appropriate divisions in each chapter and require students to recall and apply concepts studied. "Before You Go On" are one page sections that are identified as "Skills" in the table of contents and test for reading comprehension, recall ability, and study skills expertise. A "Learning from Maps" is also a part of these "Before You Go On" sections and would be more appropriately placed and more educationally effective if sequenced nearer to the maps they inquire about or if they were an integral part of a skills program throughout the unit. "To Help You Learn" sections are one to three page unit reviews with vocabulary study, recall of information/facts, a brief understanding maps activity, a study skills lesson, and several discussion questions as well as suggested related projects.

Historical background narratives are standard portions of the regional chapters, as are narratives on economic geography and political geography. Basic regional data charts are incorporated at appropriate times in the chapters. A nine lesson "Learning About Maps and Globes" can be found at the end of the book, and again, is misplaced. This "mini-unit" would be more appropriately placed near the beginning of the text when the tools of geographic inquiry are introduced and the nature of geography is established. Reference tables can be found at the end of the text, but small print and single spacing are two format decisions that make these tables difficult to use. A forty-three page "enrichment" section consists of more review and skills activities and is inappropriately identified. Again, these lessons should be an integral part of the text, and not an appendix to the book. The skills activities are good and would have been more meaningful if interspersed throughout.

Physical and political maps are sufficient. Both miles and kilometers are shown on the graphic scales. Not all maps have lines of latitude/longitude, and most of the maps that do not have them should. Special purpose maps have good intentions but are not always effective, such as the "World Trade Europe" map found on page 225, and the one on page 382 entitled "Population and Land Area." In the case of the map on page 225, the export/import flow is confusing. In the case of the map on page 382, stick people on an outline map does not appear to be an effective way to demonstrate population density with some impact. One world map in the Atlas section is severed by the book binding process; however,

a series of four half page world maps showing world climate, world annual precipitation, world vegetation, and world population are very useful.

The "Thinking It Through" and "Projects" sections of the unit reviews are two means by which students are allowed to move beyond the themes of location and place. The five fundamental themes of geography are not all clearly represented by the nature of geography presented in this text. A basic foundation of location, place, and human/physical characteristics are what make this book useful. A teacher with advanced geographic education would find this text workable but insufficient. The teacher's manual is very detailed and an asset to this text's user. Ways to use all facets of the text are outlined. A teacher with little or no advanced education in geography would have to use this manual for guidance; however, emphasis on the themes of geography as outlined by the Guidelines for Geographic Education is lacking.

OUR WORLD AND ITS PEOPLE
(Allyn and Bacon, Inc., 1981)

This junior high school textbook would be appropriate for use with average ability students. The text is organized with topical and regional foci and a physical/cultural mix of 30/70. Unit One (43 pages) is the only introduction to the nature of geography. Major geographic concepts, principles, and tools of inquiry are discussed. This serves as a good overview rather than an intensive study of physical/cultural geography. "Question Boxes" are used as checkpoints in the text to "review," and questions identified as "Inquiry" are also included. Chapter reviews include vocabulary study, location of places, recall and application of concepts, with an "activities to enjoy" section. A "Gaining Skills" section is also a part of the Unit review, as is a very useful section entitled "Things you Might Enjoy Doing." The latter is a list of high student interest and high quality activities. This is a definite strong point of this text.

Physical maps introduce all regions. A series of special purpose maps and thematic maps are also parts of the regional study. Case studies are used throughout the text. These are extremely effective in the nine units with regional foci. Country profiles in the regional units usually are prefaced with a "why we are interested" discussion. Physical features are outlined and defined in these regional chapters; however, after this foundation

is laid, the organization of the chapters vary. In one chapter the historical geography of a region may be emphasized, and in others it may be the economic or political geography that is stressed.

An over abundance of black/white photographs is included, and dates this 1981 text even more. The photographic content; however, is very significant and is an important part of this book's text.

Physical maps use shades of green to show vegetation regions. Thematic maps use a variety of color schemes to show land use, population density, etc. Some full page maps do not have lines of latitude/longitude. This is a serious void in this text's cartography. The equator, for example, is the only latitude line shown on a full page map of Southeast Asia on page 439. Map scales show miles and kilometers, and the English system of measurement as well as the metric system is used throughout the book. No real innovative cartographic visuals are included. The graphs found in some of the "Gaining Skills" sections are impressive. Since the book has a copyright of 1981, some of the data presented goes only through the year 1980. However, there are some 1989 textbooks that only use data up through 1980 as well. The 1990 census figures may not appear in textbooks until the mid-90's.

The text is well organized with headings and subheadings in easily identifiable size or color. Not all chapters have the same headings, and therefore, the emphasis of each chapter varies. This helps to keep the student "alert" to the content of each chapter. The narrative is straightforward, and sometimes reads like an encyclopedia. The five themes of geography are not explained in this book, and a teacher with advanced geographic education would find this book difficult to use in developing the themes of human/environment interaction and movement. In 1981, this book was a serious contender for book selection committees. Still a major secondary Social Studies publication for Allyn and Bacon, with a close to thirty dollar price tag, this text will probably face elimination because most school districts require "new" textbooks to have copyright dates which are not more than five years old. An updated and revised edition in the near future is definitely a consideration for this book's publisher.

WORLD GEOGRAPHY
(McGraw-Hill School Division, 1989)

This junior/senior high school textbook would be appropriate for use with average ability students at the senior high and high

ability students at the junior high. The readability tests out at a 10.2 grade level, with a range from 7.8-11.4. The multi-syllables in place names may account for some of the variations in readability; however, the 11.4 readability is obviously inappropriate in an eighth grade geography class, for example. The text has a topical and regional foci with a physical/cultural geography mix of 10/90.

Chapter One deals with the nature of geography by introducing the subject with a discussion of "How to Study Geography," and "Why Study Geography?" Methods of geographic inquiry are also introduced as unique to the discipline. This establishes the importance of "Why Study Geography?" The different courses of geographic study are briefly described and historical geography, human geography, political geography, economic geography, physical geography, and cultural geography are introduced. Chapters Two through Four deal with the physical geography of the world. The concluding chapter of this first unit is entitled "The Tools of Geography." It is a sixteen page overview of maps, globes, and graphics (using tables and graphs). Topics such as population, culture, natural resources, agriculture, and industry are discussed with regional and topical features. Skills are interspersed throughout each chapter and are integrated with the text. Units Three through Nine are regional in nature and focus on Europe and the Soviet Union, East and South Asia, North Africa and Southwest Asia, Africa South of the Sahara, Oceania, Latin America, the United States and Canada.

Each unit is introduced with a large photograph, and a world map highlighting the region to be studied. A one page overview of the principal physical and human geography characteristics of the region is included. Physical/Political maps of the region to be studied are also included in the introduction of each unit. Country profile tables are included listing populations, areas, and capital cities. Sketches of individual countries are brief and clearly guided by several headings in bold lettering. "Check Your Understanding" sections are included at appropriate times and consist of four to five questions. Chapter reviews consist of highlighting the main points, reviewing the vocabulary, a "Think About It" section emphasizing the application of concepts and decisions with geographic dimensions, a review of the chapter's skills, and a "Practice Your Map Skills" section. Unit reviews are organized with a similar format including these additions: "Write About Geography" and "Study a Source."

"Interaction" features are of high interest and are usually one-half to one page narratives. The layout, print size/style, and balance between the narratives and illustrative materials is appropriate. The text itself is not written in a "lively" fashion,

but does present much information about the topics, places, people, etc. studied in the chapter. The main objective is to inform rather than entertain.

Maps are of good quality, but are conservative with no innovative cartographic perspectives. Maps include miles/kilometers on graphic scales. Latitude/longitude lines are numbered and lettered for directions. Political/Physical maps use shades of green to show topographic features, and are not as useful as one might prefer. An example of this is the political/physical map found on page 383 (Africa: South of the Sahara). Maps included in the skills features are very useful, as are the graphics (population pyramids, climographs, etc.). Eight of the maps in the Atlas section have been severed by the book binding process.

Photographs are colorful, sharp, and clear images. They are an integral part of the text, and support the narrative of each chapter very well. This is an exciting part of the book, and the photographic content helps to instill interest and excite students about many places and people. The photographs/pictures provide inspiration to learn more about the people and places portrayed.

For a 1989 publication date, one might expect to see the five fundamental themes of geography an integral part of the text and its lessons. This is not the case. Although the skills features are developing the techniques used in studying all the themes of geography, these themes are not developed throughout as could have been expected. A teacher with little or no advanced geographic education might find some of the "excitement" in studying and teaching geography absent from parts of this book, but not impossible to develop.

WORLD GEOGRAPHY: A WORLD VIEW
(Silver Burdett & Ginn, 1988)

This junior high school textbook would be appropriate for use with low ability and average ability students. The text is organized with topical and regional foci and a physical/cultural mix of 20/80. The cover photo is "awesome" and the list of "series authors" is impressive. The intent to produce a first rate textbook is obvious. The end product, however, is generally disappointing because the text does not directly address the five themes, nor does the writing style quicken student interest.

Unit One (Chapters One through Three) introduces students to the basic methods of geographic inquiry and the basic principles of physical geography. A simple overview of maps scales, map projections, cartography, and photograms/diagrams is included. Units Two through Nine are typical regional studies of the United States and Canada, Latin America, Western Europe, Eastern Europe and the Soviet Union, North Africa and the Middle East, Africa South of the Sahara, South Asia and East Asia, Oceania and Australia. Chapter Ten, entitled "Taking a World View," discusses people/resources and the interdependent world. Each chapter has "Checkup" sections with several general questions recalling information, and one "thinking critically" question. Chapter reviews cover main ideas, vocabulary chapter "checkup" information, and also incudes a special aspect of the summarization labeled as "Applying Knowledge." In addition to the unit reviews, a one page unit summary focuses on reviewing vocabulary, and "Expressing Yourself" activities. Among these activities are "What if...?" and "Thinking like a geographer..." challenges to the students.

Lessons developing skills are a part of every chapter. These lessons are integrated with the chapter's content. For example, the skill lesson for the chapter on Western Europe is about reading a table and population density. The table shows population changes for Western European nations from 1800-1986. Profiles of significant individuals are also additions to the chapter's content. These profiles appear in single column formats or in a "slice of life" feature.

Regional study approaches are encyclopedic approaches with a general introduction to the region as a whole, and then individual summaries of nations and/or groups of nations. Physical geography and human geography components are a part of these area studies. These components, however, are included in the information on individual countries and are not extensive reports. Headings vary from chapter to chapter, and the significant aspects and unique features of a place are emphasized. The photographs are excellent, but the captions are dull and oversimplified. For example, in the Austria profile, a skier is shown in a photograph,

accompanied by this caption: "Why is this skier wearing goggles?" There is little geographical justification for this and many other comments/questions found accompanying the photographs.

Maps are of good quality. Physical relief maps use shading techniques to show the topographic features. Colorful political maps in the regional chapters are accompanied by a cities list showing population figures and the coordinates for each city listed. Latitude/longitude lines are numbered and lettered with directionalities for easy use. A global inset map is included with each political map of the region to help develop the themes of location and relative size/area. Several innovative cartographic perspectives are included, such as the "aerial photograph to map" of Washington, D.C. found on page 15, the cross section of the U.S. from Washington, D.C. to San Francisco found on page 25, and the "shrinking world" map found on page 468. Maps and readings use the English system of measurement as well as the metric system. Five maps in the Atlas section are severed by the book binding process. The gazetteer, glossary, and graph appendix are all useful parts of the text.

Layout, print size/type, and balance between the narrative and visual materials are appropriate for the intended user. The "style of writing" is simple and straightforward. Presenting information in a highly structured way seems to have compromised some of the "lively" style that appeals to students. The supplementary program of materials, maps, overheads, workbooks, etc. is one of the best organized and easy to use packages available. Although the five fundamental themes of geography are not an obvious part of this text's content, a teacher with advanced geographic training would find the development of these themes not impossible. The emphases are clearly on place and location, but the information presented does try to develop a sense of place, movement, and regions.

WORLD GEOGRAPHY TODAY
(Holt, Rinehart and Winston, 1989)

This junior/high school text would be appropriate for use with average ability students at the senior high and high ability students at the junior high. The readability tests out at a 10.6

grade level with a range of 9.9-11.1. Multi-syllables in place names may account for some of the variations in readability. The text is organized with topical, regional, and thematic foci. The physical/cultural geography mix is 30/70.

The first seven chapters teach the main concepts of physical geography and are introduced with a chapter on the nature of geography. The latter includes a discussion and definitions of the five fundamental themes of geography. These themes are extensively developed throughout the text in two page features. An example of this is the feature found on pages 202-203 entitled "Kilkhozy and Sovkhozy," which discusses region/location and place. Another example is found on pages 270-271 and is entitled "The Persian Gulf." This two page feature develops the themes of location, region, and movement. These features on the five themes are definitely a dynamic aspect of this 1989 publication and represent the accepted foci of geographic education. The last two chapters of this first unit introduce world cultures and economic development. Units Two through Nine are regional studies of Western Europe, the Soviet Union and Eastern Europe, the "Orient" (some geographers may object to this term), the Pacific World, Latin America, and the United States and Canada. Unit Ten concentrates on "sharing the world's resources."

Chapters are introduced with a "Geography Dictionary," and a short introductory narrative. Subdivisions of the chapters appear as bold lettered headings that are boxed off to emphasize the main ideas and organization. Chapters do not have "check-point" questions. This is not a problem in short chapters two to three pages in length, but is a serious void in some chapters. For example, in the chapter on East Africa, students are required to read through nine pages of text before any sort of recall or application is expected of them. The chapter "Check" at the end of each chapter has these main sections: "Reviewing Main Ideas," "Building a Vocabulary," "Recalling and Reviewing," "Critical Thinking," and "Using Geography Skills." There is one geography skill feature for each unit (not chapter) with the exception of Unit One which contains two geography skills lessons. In addition to these skill builders and the two page "Themes in Geography" features, units include at least one "Cities of the World" profile and a "For the Record" section which is a short, high-interest narrative supplement to the chapter's content. Unit reviews include a narrative summary, reading and comprehension questions, and sections entitled "Mastering Geography Skills," "Applying and Extending," "Linking Geography and History," and "Reading for Enrichment" (bibliography).

All regional chapters are introduced with photographs, main objectives, and a chapter overview. Regional studies usually

concentrate on the nations of the region and outline the historical geography, physical geography, economic geography, and urban geography for each profile. Some regional studies do not follow this approach, and therefore, urban geography may be excluded so that a discussion of the political or cultural geography ("ways of life") may be included. Discussions of regional issues and the "future" of a region are parts of these area studies when especially relevant.

The text is written in a straightforward fashion but "lively" narratives are not a characteristic of this book. Some of the information presented is inaccurate or outdated. In this first example, the statement on the Twin Cities found on page 546 is inaccurate. "Minneapolis is a leading commercial, flour-milling, and machinery/manufacturing center. St. Paul is the state capital and a railroad center." In another example, the statement describing the population of Hawaii is outdated. "Orientals," who make up about 40 per cent of the population, are the largest group." (p. 582)

The maps need some improvement. Physical relief maps are of whole regions and are a display of dull shades, incomprehensible shading, and sometimes have no legend. The two top gradients of blue used on the population density maps are sometimes indistinguishable. Regional climatic maps zone out climate types in dull shades of green that are again almost indistinguishable. Maps do include scales for miles and kilometers. Lines of latitude/longitude are numbered and lettered for the directions. Colors in landsat photographs are explained. This is one of the few texts that does include such information and a discussion of how to interpret landsat photographs. Except for a few instances in the skills features, projections are standard, and do not reflect innovative cartography. This is a serious void in a 1989 publication. Five maps in the Atlas section are severed by the book binding process.

Inclusion and development of the five themes in geography are refreshing elements of this text. However, the cartography is a real disappointment in a book with a 1989 copyright.
This is definitely a serious consideration for book selection committees, and teachers, with or without advanced training in geographic education, will find this book useful in "teaching to the themes."

ESSENTIALS OF GEOGRAPHY
(Random House School Division, 1989)

This junior/senior high school textbook would be effectively used with average ability students. This text is organized with a topical and thematic foci and a physical/cultural geography mix of 40/60. The text is divided into four major sections: 1.) Understanding Geography (Five Fundamental Themes of Geography), 2.) Learning About the Earth (Physical Geography), 3.) People and Places (Human Geography), and 4.) The World Today and Tomorrow: Geography in Perspective. Section one consists of one chapter introducing the five themes of geography. Section two consists of five chapters covering the major components of physical geography with regional, national, and international emphases. Section three consists of six chapters covering the topics of cultural, economic, political, urban, and population geography. A special chapter on geography and history ("The World Through Time") is a nice addition to this section. Section four consists of two chapters dealing with the issues for Americans and global issues "for our time."

In addition to the definition of the five fundamental themes of geography, Chapter One includes a seventeen page section on the history of mapmaking, map projections, scale, maps as perceptions, maps as forms of communication, maps as analytical tools, and types of maps. This is a general overview, and would certainly be enhanced with a sequenced skills activity component.

Each chapter is introduced with a brief narrative. Chapters are divided into two to four page sections that are boldfaced in green for easy identification. Subdivisions are in bold darkened print. Each chapter subdivision has three to four review questions to reinforce comprehension and recall of information. Each chapter includes a chapter summary and three special sections entitled: "Thinking Critically," "Interpreting Maps and Graphs," and "Applying Geography." All three special sections are attributes to the chapters they support. The Teacher's Guide has an additional chapter component entitled "Community Focus" with interesting geography activities at a local level. An example of one of these activities can be found in the Chapter Seven guide. Students are asked to write a description of the culture of the community. Students are instructed to include the origins of the people who settled there first and those who came later, as well as to take photographs of the cultural landscape of the community.

The "Interpreting Maps and Graphs" activities ask students to use the resources in the book to identify patterns, explain geographic phenomena, and look for explanations. These are all higher order skills and may have to be adapted for the below average student mainstreamed into a geography class. The "Applying Geography" sections are exciting because they ask students to use

geography in their daily lives. For example, one activity asks students to find a newspaper or newsmagazine article dealing with an instance of human impact on the environment. A series of critical thinking questions accompanies this assignment.

"CLOSE-UP" sections are a part of chapters throughout and are chapter inserts with timely interest, such as "Oil of the North Slope" of Alaska and "Crisis in the Sahel." Photographs are all back and white, and usually no larger than one-third of a page. At first glance, they do not appear attractive, but the impact remains effective. For example, when one studies the photograph of the Berlin Wall found on page 176 in a section on "defining the territory," a sense of physical/political separation is intensely perceived. However, the photograph of Moscow on page 170 is not attractive or impressive.

The text is written in a straightforward and informative fashion. References to materials/information presented in previous sections are made from chapter to chapter in the text, as well as in the activities which ask students to use a map/graph from one page of another chapter. Some case studies and/or primary source material may enhance the text which tends to be "generic" at times.

Graphics are not in abundance, but are supportive of the text. Maps are "user-friendly" with most latitude/longitude lines numbered and identified with letters for directions. Maps throughout the text appear to be of a higher quality than those maps in the atlas section. Several maps in the Atlas section are severed by the book binding process. The shading of maps throughout the text is somewhat unimpressive, such as the map of U.S. Agricultural Regions found on page 72. Shades and variations of green are used throughout and account for some of the monotony.

It is obvious that this text is an example of good geographic content; however, the trade paperback quality makes the property consumable and unlikely to withstand the seven year longevity requirement most school districts have regarding textbook renewal dates. A teacher with or without advanced geographic training would be impressed with this presentation of geography, and the high student interest qualities make this a serious consideration in the selection of a suitable geography text. The greatest use of this text would be with a teacher/staff that would be able to supplement the volume with supportive and "colorful" geography materials.

EXPLORING A CHANGING WORLD
(Globe Book Company, 1988)

This junior high school textbook would be appropriate for use with low and average ability students. The text has a topical and regional organization with a physical/cultural mix of 30/70. The first two units of the text are the same first two units of Exploring the Non-Western World by the same authors and the same publisher. The following chapters are also the same chapters in both textbooks. Numbers for units here are the numbers used in Exploring the Non-Western World/Exploring A Changing World respectively: Units 3/6, Units 4/7, Units 5/8, Units 7/10, Units 8/11. This textbook does include additional units on Latin America, the European Region, and North America which are not a part of the Exploring the Non-Western World text. The United States and Canada are referred to as "northern giants," and this may be an inaccurate title by some standards. Units One and Two establish the foundation for physical and cultural geography. There is one skill lesson in each of the first ten units. "Examining Daily Life" features are included several times as a part of each unit. "Country Profiles" are also integrated into the regional studies.

Chapters are short, averaging two to three pages in length, followed by an "Understanding What You Have Read" section with recall and application type questions. Developing ideas and skills, reviewing and writing, developing critical thinking skills, and summing up activities are very often a part of these chapter reviews. There are no unit reviews.

The text is neatly laid out, well organized, and user-friendly with numbered paragraphs for easy reference points. There is an appropriate balance between the narrative and illustrative materials. Some gross mistakes in photographic materials have been made. The out-of-date photo of Fidel Castro on page 218 does not belong in a 1988 publication unless qualified with an appropriate and explanatory caption. Some of the photographs are too small to be effective, such as the one on page 285 showing a crowded street scene in an unknown Asian city. Some of the black and white photographs add little to the regional studies as is the case of a larger black and white photograph on page 374 showing a temple sculpture in Thailand. The maps are satisfactory and produced with quality. Some shades of the same color used on some of the maps are misleading; however, most of the maps are easy to read. A map found on page 165 showing the cycle of acid rain is just one of the examples of the types of maps with high student interest. Many overlay maps can be found throughout, as size, shape, and area are spatial concepts being developed. Lines of latitude/longitude are numbered but do not include directionalities for easier comprehension. Generally, there are no innovative cartographic perspectives included. Six maps in the Atlas section are severed by the book binding process.

The five themes of geography are not an integral part of this text, but could easily be developed and included by a teacher with advanced geographic education. The concentration of reading and writing skills makes this an appropriate text for students of low ability. Success in comprehension is vital to developing interest in studying and learning geography. Therefore, this text may be a serious consideration for book selection committees who must pay special attention to the needs of the below average student.

EXPLORING THE NON-WESTERN WORLD
(Globe Book Company, 1988)

This junior high school textbook would be appropriate for use with low and average ability students. The text has a topical and regional foci with a physical/cultural mix of 30/70. The first two units of the text are the same opening units found in Exploring A Changing World by the same authors and the same publisher. The corresponding unit numbers were identified in the previous review. This text does, however, include a one-hundred-ninety-two page unit on "The Asian Region." Units One and Two establish the foundation for the study of physical and cultural geography. There is one skill lesson in each of the first seven units. "Examining Daily Life," "Country Profiles," and "Focusing On..." are all special features with high student interest. These features investigate a wide variety and range of interesting topics from a look at Buddha to a Hong Kong factory.

Chapters are short. Each averages two to three pages in length and is followed by an "Understanding What You Have Read" section with recall and application type questions. Often skill activities are part of these two to three page reviews. Developing ideas and skills, developing critical thinking skills, and reviewing as well as writing are often included in these reviews. There are some review activities in the Atlas section of the book.

The text is neatly formatted, well organized, and user-friendly with numbered paragraphs for easy reference points. There is an appropriate balance between the straightforward narrative and the illustrative materials. There are some serious mistakes in the photographic content. The 2" X 3" photograph found on page 364 is captioned with, "Much new housing is needed for Japan's population." However, the small black and white photograph does not show "new" housing in Japan or another country for that matter. There are no visual clues for the student to understand this unique spatial problem as a Japanese issue. Some photographs are too

small to be effective. Some of the black and white photographs are not effective as is the case of the one found on page 575 with the caption "A house on a coral atoll." A student would not know what a coral atoll was from the photograph.

The maps are satisfactory, but not exciting. Some shades of the same color are misleading and diminish the effectiveness of the map's impact. Lines of latitude/longitude are numbered but do not include the directional letters. In an user-friendly book, such as this one, this is a serious void. A significant number of overlay maps used to teach size, shape, and area with respect to spatial understanding are included throughout the text. The map found on page 165 showing "A Desert Oasis in North Africa" is a good example of the maps with high student interest that are interspersed throughout. Generally, there are no innovative cartographic perspectives included in this textbook. Six of the maps in the Atlas section are severed by the book binding process.

Although the five fundamental themes of geography are not an integral part of this text, it does provide students with a generally sound basic knowledge of the world beyond the "western" culture realms. The concentration on reading and writing skills makes this an appropriate text for students of low and average ability. Even though this is not a dynamic and lively approach to the nature of geography, most teachers will find it to be an adequate introductory text.

IV. BIBLIOGRAPHIC DATA TABLE

BIBLIOGRAPHIC DATA

ISBN AUTHOR/S, TITLE, PUBLISHER	READABILITY	GRADE LEVEL RANGE	NUMBER OF PAGES	NUMBER OF MAPS (Atlas Maps)	SPECIAL SECTIONS/FEATURES
0-663-42018-5 Armbruster, Mitsakos, Rogers THE EASTERN HEMISPHERE: AMERICA'S ORIGINS Ginn and Company, 1986	7.7	6.5 - 8.9	511	74 (6)	Gazetter of Eastern Hemisphere Countries Glossary Index
0-675-02289-4 Armstrong, Hunkins WORLD GEOGRAPHY: PEOPLE AND PLACES Merrill Publishing Company, 1989	9.3	9.2 - 9.6	707	134 (14)	Appendix Glossary Index National Profiles
0-8077-61-3-6 Backler, Hanvey GLOBAL GEOGRAPHY Teachers College Press, 1986	9.2	7.4 - 10.7	396	58	Index Simulations
0-86609-146-7 Backler, Lazarus WORLD GEOGRAPHY McDougal, Littell & Company, 1986	10.5	7.3 - 12.3	596	96 (10)	Glossary Index "Data Sheets" (country profiles separate index in Atlas section)
0-15-373530-9 Bacon WORLD GEOGRAPHY: THE EARTH AND ITS PEOPLE Harcourt Brace Jovanovich Publishers, 1989	11.4	9.9 - 12.3	778	118 (11)	Geodata Files (country profile) Gazetteer Glossary Index
0-02-652930-0 Boehm, Swanson WORLD GEOGRAPHY Glencoe Publishing Company, 1989	8.1	7.3 - 9.0	672	133 (22)	Glossary Gazetteer Pronunciation Guide and Pinyin Pronounciation Guide Facts About Our World (Country Profiles) Index

ISBN GRADE NUMBER NUMBER OF

AUTHOR/S, TITLE, PUBLISHER	READABILITY	LEVEL RANGE	OF PAGES	MAPS	SPECIAL FEATURES/SECTIONS
0-673-35007-X DeBlij, Danzer, Hart, Drummond WORLD GEOGRAPHY: A PHYSICAL AND CULTURAL STUDY Scott Foresman and Company, 1989	9.7	7.5 - 12.0	672	150 (20)	Facts About Countries section Gazetteer Glossary Index
0-673-22187-3 Drummond, D., Drummond R. PEOPLE ON EARTH: A WORLD GEOGRAPHY Scott Foresman and Company, 1988	7.2	6.3 - 8.4	560	102 (8)	Handbook of Information (U.S. and Country Profiles) Glossary Index
0-395-36546-5 Getis, A., Getis, J. GEOGRAPHY Houghton Mifflin Company, 1985	9.8	8.8 - 11.8	576	88 (13)	Glossary Gazetteer (Nations of the World) Index
0-699-09817-5 Gritzner WORLD GEOGRAPHY D. C. Heath and Company, 1987	10.2	8.4 - 12.0	528	126 (11)	Glossary World Reference Section Gazetteer Index
205-09538-0 Gross WORLD GEOGRAPHY Allyn and Bacon, Inc., 1986	8.1	7.6 - 8.9	544	133 (33)	Glossary Index
0-675-02004-2 Hantula, Flickema, Farah, Karls, Johnson, Thuermer, Resnick, Kane GLOBAL INSIGHTS: PEOPLE AND CULTURES Merrill Publishing Company, 1987	11.0	9.7 - 12.2	912	57 (6)	Appendix Glossary Index

ISBN AUTHOR/S, TITLE, PUBLISHER	READABILITY	GRADE LEVEL RANGE	NUMBER OF PAGES	NUMBER OF MAPS	SPECIAL FEATURES/SECTIONS
0-590-34906-6 Harper, Stoltman WORLD GEOGRAPHY Scholastic, Inc., 1988	8.1	7.6 - 9.0	607	93 (9)	Glossary Checklist of Nations (Profiles) Index
0-02-1474206/6-7 Jarolimek, Anderson, Durand WORLD NEIGHBORS Macmillan Publishing Company, 1985	9.5	9.1 - 9.9	624	116 (13)	12 "Enrichment" Units Reference Tables (9 pages) Glossary Index
0-205-07121-X Kolvezon, Heine OUR WORLD AND ITS PEOPLE Allyn and Bacon, Inc., 1981	8.6	6.7 - 11.8	576	53	Glossary Index
0-07-039949-2 Manson WORLD GEOGRAPHY McGraw-Hill School Division, 1989	7.9	6.5 - 9.6	564	114 (14)	Gazetteer Glossary Graph Appendix Picture Index Index
0-382-08423-3 Patton, Rengert, Saveland, Cooper, Caro WORLD GEOGRAPHY; A WORLD VIEW Silver Burdett & Ginn, 1988	10.2	7.8 - 11.4	656	91 (15)	Gazetteer Glossary Index
0-676-35880-2 Salter, Kovacik ESSENTIALS OF GEOGRAPHY Random House School Division, 1989	10.4	8.7 - 12	316	21 (13)	"Geography Sources List" Glossary Index

ISBN AUTHOR/S, TITLE, PUBLISHER	READABILITY	GRADE LEVEL RANGE	NUMBER OF PAGES	NUMBER OF MAPS	SPECIAL FEATURES/SECTIONS
0-03-021379-7 Sager, Helgren, Israel WORLD GEOGRAPHY TODAY Holt, Rinehart and Winston, 1989	10.6	9.9 - 11.1	660	97 (18)	Appendix Glossary Index
0-87065-897-2 Schwartz, O'Connor EXPLORING A CHANGING WORLD Globe Book Company, Inc., 1988	7.9	7.6 - 8.6	626	123	Glossary Index
0-87065-938-3 Schwartz, O'Connor EXPLORING THE NON-WESTERN WORLD Globe Book Company, 1988	7.5	7.2 - 8.0	467	82	Gazetteer (Country Profiles) Index

V. APPENDIX

V. Appendix

Instructional Properties

Physical Properties

Content Properties

Note: The instrument used in the development of the Text Assessment Property Tables on the following pages was the Textbook Evaluation Form: World Geography/Global Studies published by the National Council for Geographic Education. The author selected only the criteria from the Textbook Evaluation Form which she felt was applicable to all twenty-one texts. These are identified by arabic numbers with accompanying descriptions at the top of each page. The numerical evaluation for every text book in each category ranges from 1 (disagree) to 4 (agree). Thus the higher the number, the greater the strength of the book in the listed categories. The evaluations reflect the best judgment of the author through her knowledge of each of the books and are not necessarily those of the Geographic Education National Implementation Project.

CONTENT PROPERTIES - page 1

TITLE AND AUTHOR	4. The content represents current practice within the disciplines of geography and other social sciences.	5. The content is timely and relative to world affairs.	6. The text is written in a lively and interesting style.
The Eastern Hemisphere: America's Origins Armbruster, Mitsakos and Rogers	2	3	3
World Geography: People and Places Armstrong and Hunkins	4	4	4
Global Geography Backler and Hanvey	4	4	4
World Geography Backler and Lazarus	4	4	4
World Geography: The Earth and Its People Bacon	4	4	4
World Geography Boehm and Swanson	4	4	4
World Geography: A Physical and Cultural Study DeBlij, Danzer, Hart and Drummond	4	3	2
People on Earth: A World Geography Drummond and Drummond	4	4	4

CONTENT PROPERTIES - page 2

TITLE AND AUTHOR	4. The content represents current practice within the disciplines of geography and other social sciences.	5. The content is timely and relative to world affairs.	6. The text is written in a lively and interesting style.
Geography Getis and Getis	4	4	4
World Geography Gritzner	3	3	3
World Geography Gross	4	3	4
Global Insights: People and Cultures Hantula et al.	4	4	4
World Geography Harper and Stoltman	4	3	3
World Neighbors Jarolimek, Anderson and Durand	3	3	2
Our World and Its People Kolevzon and Heine	2	2	3
World Geography Manson	4	3	2
World Geography: A World View Patton and Rengert	4	2	3
World Geography Today Sager, Helgren and Israel	4	3	4

CONTENT PROPERTIES - page 3

TITLE AND AUTHOR	4. The content represents current practice within the disciplines of geography and other social sciences.	5. The content is timely and relative to world affairs.	6. The text is written in a lively and interesting style.
Essentials of Geography Salter and Kovacik	4	4	4
Exploring A Changing World Schwartz and O'Connor	3	2	4
Exploring the Non-Western World Schwartz and O'Connor	3	2	4

PHYSICAL PROPERTIES - page 1

TITLE AND AUTHOR	1. The general appearance of the materials attractive and would appeal to the intended users.	5. Maps, graphs, and charts reflect careful attention to detail in execution and reproduction.	4. The materials are durable enough to be used for a period of five to six years with minimal replacement.
The Eastern Hemisphere: America's Origins Armbruster, Mitsakos and Rogers	3	3	3
World Geography: People and Places Armstrong and Hunkins	4	4	4
Global Geography Backler and Hanvey	3	4	3
World Geography Backler and Lazarus	4	4	4
World Geography: The Earth and Its People Bacon	4	4	3
World Geography Boehm and Swanson	4	2	4
World Geography: A Physical and Cultural Study DeBlij, Danzer, Hart and Drummond	4	4	4
People on Earth: A World Geography Drummond and Drummond	4	4	4

PHYSICAL PROPERTIES - page 2

TITLE AND AUTHOR	1. The general appearance of the materials attractive and would appeal to the intended users.	5. Maps, graphs, and charts reflect careful attention to detail in execution and reproduction.	4. The materials are durable enough to be used for a period of five to six years with minimal replacement.
Geography Getis and Getis	4	4	4
World Geography Gritzner	4	4	4
World Geography Gross	4	4	4
Global Insights: People and Cultures Hantula et al.	4	4	4
World Geography Harper and Stoltman	4	4	4
World Neighbors Jarolimek, Anderson and Durand	4	4	4
Our World and Its People Kolevzon and Heine	2	3	4
World Geography Manson	4	4	4
World Geography: A World View Patton and Rengert	4	4	4
World Geography Today Sager, Helgren and Israel	4	4	4

TITLE AND AUTHOR	1. The general appearance of the materials attractive and would appeal to the intended users.	5. Maps, graphs, and charts reflect careful attention to detail in execution and reproduction.	4. The materials are durable enough to be used for a period of five to six years with minimal replacement.
Essentials of Geography Salter and Kovacik	3	3	2
Exploring A Changing World Schwartz and O'Connor	4	4	4
Exploring the Non-Western World Schwartz and O'Connor	4	4	4

TITLE AND AUTHOR	3. The materials have a clearly defined and sequentially developed map program.	9. The instructional suggestions would stimulate and motivate the intended users.	16. The text and materials could be used with success by teachers whose training in geography may be limited.	7. Questions and activities in the materials encourage development of the following thinking skills: a. observing b. developing patterns c. making decisions d. applying concepts e. analyzing statistics f. solving problems
The Eastern Hemisphere: America's Origins Armbruster, Mitsakos and Rogers	2	2	2	a. 1 d. 2 b. 2 e. 2 c. 1 f. 1
World Geography: People and Places Armstrong and Hunkins	4	4	4	a. 4 d. 4 b. 4 e. 4 c. 4 f. 4
Global Geography Backler and Hanvey	2	3	2	a. 4 d. 4 b. 4 e. 4 c. 4 f. 4
World Geography Backler and Lazarus	3	3	3	a. 4 d. 4 b. 4 e. 4 c. 4 f. 4
World Geography: The Earth and Its People Bacon	3	4	4	a. 3 d. 4 b. 2 e. 4 c. 4 f. 2
World Geography Boehm and Swanson	4	4	4	a. 4 d. 4 b. 4 e. 4 c. 4 f. 4
World Geography: A Physical and Cultural Study DeBlij, Danzer, Hart and Drummond	4	4	4	a. 4 d. 4 b. 3 e. 4 c. 4 f. 3

TITLE AND AUTHOR	3. The materials have a clearly defined and sequentially developed map program.	9. The instructional suggestions would stimulate and motivate the intended users.	16. The text and materials could be used with success by teachers whose training in geography may be limited.	7. Questions and activities in the materials encourage development of the following thinking skills: a. observing b. developing patterns c. making decisions d. applying concepts e. analyzing statistics f. solving problems
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World Geography Gritzner	4	3	3	a. 2 d. 4 b. 2 e. 4 c. 2 f. 2
World Geography Gross	4	4	4	a. 4 d. 4 b. 4 e. 3 c. 3 f. 3
Global Insights: People and Cultures Hantula et al.	2	4	4	a. 4 d. 4 b. 4 e. 4 c. 4 f. 4
World Geography Harper and Stoltman	4	3	4	a. 4 d. 4 b. 2 e. 3 c. 2 f. 2
World Neighbors Jarolimek, Anderson and Durand	3	3	3	a. 2 d. 3 b. 2 e. 3 c. 3 f. 2
Our World and Its People Kolevzon and Heine	2	3	2	a. 3 d. 3 b. 1 e. 3 c. 1 f. 1

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World Geography: A World View Patton and Rengert	3	4	3	a. 4 d. 4 b. 2 e. 3 c. 3 f. 2
World Geography Today Sager, Helgren and Israel	4	4	3	a. 3 d. 3 b. 3 e. 3 c. 2 f. 1
Essentials of Geography Salter and Kovacik	4	4	4	a. 4 d. 4 b. 4 e. 4 c. 3 f. 2
Exploring A Changing World Schwartz and O'Connor	3	3	2	a. 2 d. 3 b. 2 e. 3 c. 3 f. 2
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